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# “Project Management” in the field of Tourism, Cultural Heritage Management and GIS

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UNIVERSITA DI BOLOGNA





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Erasmus+ Programme  
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December  
2016

- Based on Erasmus+ “HERITAG” Project (№561555-EPP-1-2015-1-ES-EPPKA2-CBHE-JP) generating the idea of Joint Master Program by the four partners.



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# Joint Master Degree Program

Development  
Milestones

April  
2017

- Signing Interuniversity Cooperation Agreements between UPV and ASUE, UPV and NUACA







# MASTER OF SCIENCE

# “PROJECT MANAGEMENT”

As a fully integrated program, students study both technical/engineering and management/economics courses each year.

One year students study in Armenia (ASUE and NUACA) and one year in Spain (UPV).

The curriculum requires 120 ECTS. Length of study is two years.

Program competences (knowledge, skills and attitude) are categorized into two divisions:

- Technical
- Management/Economics

Language of instruction is English.

June  
2017

- **Presentation of Joint Program to Students, Faculty and Staff**







**The main aim of the Joint Master's Program in Project Management is to prepare highly-qualified Project Managers who will be able to work in all sectors of Economy through effective combination of Management and Technical Competences.**

**Students will be able to apply their knowledge of business and management and technical knowledge to any organization within the public, private and non-profit sector, allowing them to provide an added value to the position.**

**The need for interdisciplinary academic program is driven from research results in Universities, and results from survey conducted within "HERITAG" Project.**

**Students will proactively position themselves to stand on the threshold of two disciplines, demonstrating a capacity for multiple lines of thinking, problem solving, and framing that will help to have a measurable impact on ability to make a contribution in future profession.**



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June  
2017

- **Signing Cooperation Contract between ASUE and NUACA**



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June-July  
2017

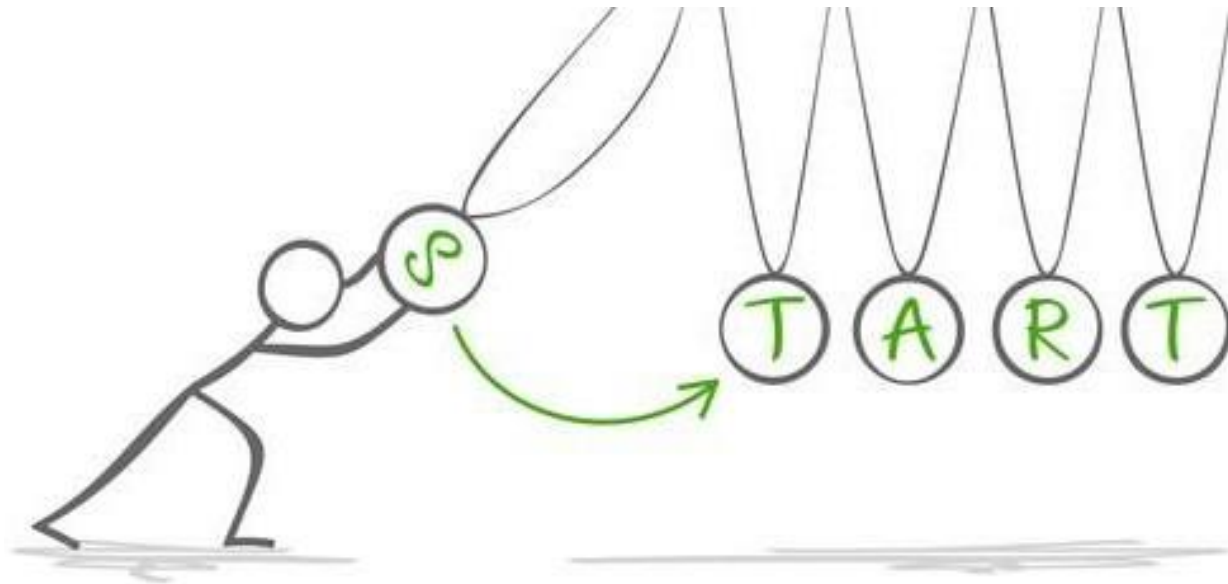
## • Admission

Հայաստանի պետական տնտեսագիտական համալսարանը /ՀՊՏՀ/, Ճարտարապետության և շինարարության Հայաստանի ազգային համալսարանը/ ՃՇՀԱՀ/, Վալենսիայի պոլիտեխնիկական համալսարանի (Իսպանիա) և Բոլոնիայի Համալսարանի Ռիմինիի տնտեսագիտական ֆակուլտետի (Իտալիա) հետ իրականացնում են համատեղ մագիստրոսական կրթական ծրագիր «Նախագծերի կառավարումը զբոսաշրջության և անշարժ գույքի ոլորտներում» մասնագիտությամբ՝ համատեղելով կառավարման ունակությունները, տեխնիկական իմացությունը ճարտարապետության և շինարարության, գեոինֆորմացիոն համակարգերի ասպարեզներում: Կրթական ծրագիրը կավարտվի եռակի որակավորմամբ. ուսանողներին դիպլոմներ կշնորհեն ՀՊՏՀ-ն, ՃՇՀԱՀ-ն և Վալենսիայի Պոլիտեխնիկական համալսարանը: Ուսումնառության առաջին երկու կիսամյակները ուսանողները կուսումնառեն ՀՊՏՀ-ում և ՃՇՀԱՀ-ում՝ իրենց կարգավիճակով (անվճար կամ վճարովի), երկրորդ տարին՝ Վալենսիայի պոլիտեխնիկական համալսարանում՝ Բոլոնիայի համալսարանում պրակտիկա անցնելու հնարավորությամբ (վճարովի): Հաշվի առնելով համատեղ կրթական ծրագրի առանձնահատկությունները, շրջանավարտները հնարավորություն կունենան աշխատելու որպես նախագծերի կառավարիչներ ինչպես տուրիզմի և մշակութային ժառանգության պահպանման, այնպես էլ անշարժ գույքի կառավարման, ճարտարապետության և շինարարության ոլորտներում: Եռակի դիպլոմները հնարավորություն կտան շրջանավարտներին աշխատելու ինչպես Հայաստանի, այնպես էլ Եվրոպայի աշխատաշուկայում: Տվյալ մագիստրոսական կրթական ծրագրի մրցույթին կարող են մասնակցել Կառավարման բակալավրի կամ մագիստրոսի որակավորում ունեցող, ինչպես նաև ՀՊՏՀ հարակից մասնագիտությունների շրջանավարտները: Ընդունելությունը կատարվում է հարցազրույցով, որի ժամանակ ստուգվում է նաև անգլերենի տիրապետման մակարդակը: Անվճար մրցույթին կարող են մասնակցել միայն այն դիմորդները, ովքեր նշված կամ այլ մասնագիտությունների գծով 2017-18 ուս. տարում ընդունվել են ՀՊՏՀ անվճար ուսուցման մագիստրատուրա: Ուսման վարձը ՀՀ-ում ուսումնառության ընթացքում կազմում է տարեկան 620.000 դրամ:

Վալենսիայի պոլիտեխնիկական համալսարանում ուսումը շարունակելու համար դիմորդները պետք է տիրապետեն անգլերենին, քանի որ բոլոր դասընթացները կազմակերպվելու են բացառապես անգլերենով: Նշված մագիստրոսական կրթական ծրագրով նախատեսված կրեդիտների առնվազն 30%-ը (40 կրեդիտ) ուսանողները պետք է կուտակեն Վալենսիայի պոլիտեխնիկական համալսարանում, որպեսզի ստանան նաև տվյալ համալսարանի դիպլոմ: Մեկ կրեդիտի արժեքը Վալենսիայում ուսումնառության ժամանակ, կախված դասընթացի առանձնահատկություններից, կազմում է 25-60 եվրո: Այդ դեպքում մագիստրոսական թեզը գրվում է անգլերենով, իսկ պաշտպանությունը տեղի է ունենալու Վալենսիայում՝ երեք բուհերի համատեղ հանձնաժողովի մասնակցությամբ:

September  
2017

- The Kick off Meeting and Presentation of the "Project Management" Master's Degree Program in NUACA







September  
2017

• Signing Agreement between ASUE and  
NUACA based on the Contract signed on the  
1<sup>st</sup> of June 2017



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2017-2018  
academic  
year

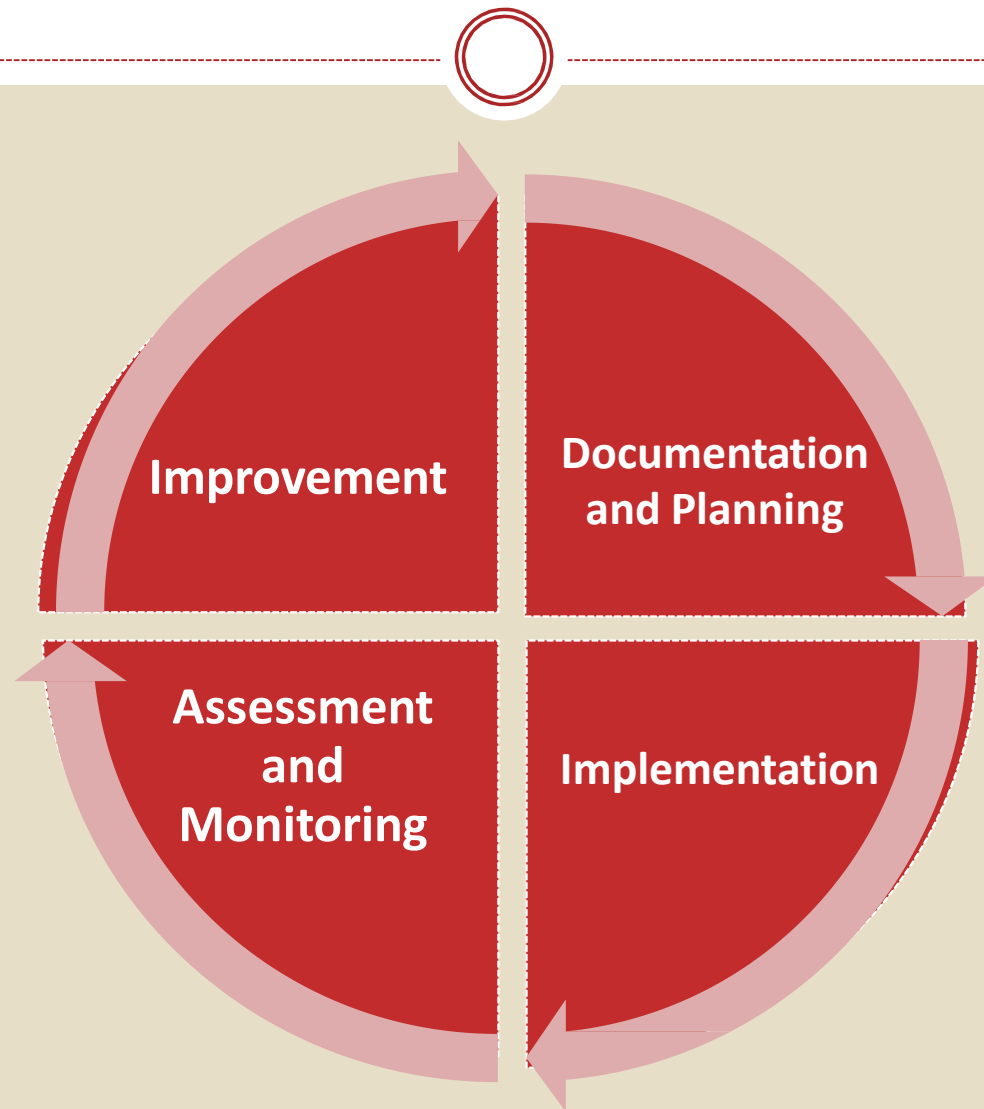
- Students' life, presentations, classes







# Quality Assurance Cycle



## STUDENT QUESTIONNAIRE FOR ASSESSMENT OF THE ACADEMIC COURSE IMPLEMENTATION

The aim of this anonymous survey is to assess and improve the teaching, learning and assessment of the academic course.

Specialty/Specialization: \_\_\_\_\_

Qualification level:  Bachelor  Master

Year of Study:  1  2  3  4

Course title: \_\_\_\_\_

Teacher: \_\_\_\_\_

Based on your experience within this specific course, please, rate how strongly you agree or disagree with each of the below listed statements on a scale of 1-4, taking into account that 1 is the lowest and 4 is the highest (i.e. 1- "Strongly disagree", 4-"Strongly agree"). Please clearly cross the appropriate box: ☒.

Section 1: COURSE CONTENT	1	2	3	4
1. The course program (goals, content, learning outcomes, and knowledge assessment criteria, etc.) was clearly presented in the beginning of the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The course was delivered according to the provided curricula (course description)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Each module/topic and assignments were necessary for achievement of the course learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Lecturing and course assignments (e.g. projects, academic papers, etc.) were related and complemented each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Allocated time and schedule (ECTS credits) were enough for reaching the course outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The course increased my interest in the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Further comments on the course content:

\_\_\_\_\_

\_\_\_\_\_

Section 2: TEACHING, LEARNING AND ASSESSMENT	1	2	3	4
7. The teacher managed classroom well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The teacher managed class time and pace well and presented/discussed the whole material of each course topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The teacher used a variety of appropriate instructional methods to reach the course objectives (e.g. group work, case studies, student presentations, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The teacher demonstrated deep knowledge of the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The course provided an appropriate balance between theory and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Course material has been delivered in a clear and accessible manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The teacher encouraged students openly express different opinions on course relevant topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Knowledge assessment methods, criteria and form were related to the learning outcomes of the course and enabled to evaluate the academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The teacher provided clear constructive feedback on assignments and assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The teacher conducted all necessary consultations and has been helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Considering both the limitations and possibilities of the subject matter and the course, how would you rate this teacher's teaching methods and style?

Poor  Fair  Good  Excellent

18. What did you like best about the teacher's teaching?	What did you like least about the teacher's teaching?

Further comments on teaching and assessment:

\_\_\_\_\_

\_\_\_\_\_

Section 3: LEARNING MATERIALS AND RESOURCES	1	2	3	4
1. The course delivery was supported by adequate resources (e.g. handouts, books, class, computers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teaching materials (lectures) were from different sources and up-to-date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Appropriate resources (room, materials, library facilities, etc.) for task assignments were accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Teaching and learning environment was conducive to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Further comments on the learning materials and resources:

\_\_\_\_\_

\_\_\_\_\_

### Section 4: OVERALL EXPERIENCE

5. What overall rating would you give to this course?

Poor  Fair  Good  Excellent

6. In your opinion, to what extent does this course contribute to the acquisition of the course learning outcomes?

Does not contribute  Partly  Fully

Please mention advantages and disadvantages of the course:

\_\_\_\_\_

\_\_\_\_\_

Thank you for your valuable feedback.

# Assessment of Academic Course Implementation within “Project Management” Joint Master Program

STUDENTS’ SURVEY ANALYSIS REPORT

## Teaching and learning:

The main approach towards teaching and learning within the Project Management program has been project based. Students demonstrated their knowledge and skills by developing a specific tourism-related product for a real audience. The aim was to ensure acquisition of practical knowledge.

Thus, students worked in 3 teams on common projects over a semester. This enabled engaging them in solving a real-world problem starting from strategic planning, project scheduling and cost planning. Afterwards, they learnt how to reveal and manage the possible risks and how to evaluate the quality of the project outcomes. Further module enabled them to assess the implementation opportunities in real life. Professors of the last module were experienced in public and private sectors; therefore, their aim was to give overall feedback on projects and explain possible real-life obstacles.

As a result, students developed deep content knowledge as well as critical thinking, creativity, and communication skills (team-working abilities) in the context of doing a meaningful project. Project based learning unleashed a contagious, creative energy among students and teachers.

The courses were delivered in modules as follows:

MODULE	COURSE
<b>1<sup>st</sup> semester</b>	
Introductory course	Foundations of Project Management
Module 1	Strategic Management
	Project Scheduling and Cost Planning
Module 2	Risk Management
	Project Quality Management
Module 3	Tourism Planning
	Tourism Principles and Practices
<b>2<sup>nd</sup> semester</b>	
Module 4	Destination Analysis & Evaluation
	Destination Marketing
Module 5	Negotiation, Mediation, Facilitation and Conflict Resolution
	Tourism Product Development and Promotion

## Evaluation of implementation:

Above-mentioned 10 mandatory courses and the introductory course “Foundations of Project Management” were assessed.

A survey has been conducted among 14 students of “Project Management” Master degree program. In order to gather objective data, the survey was anonymous. At the end of the first term and upon completion of courses in the second term, the students were asked to fill in an online questionnaire for each course in each module within their studies at ASUE.

The aim of this survey has been to *assess students’ overall experience, teaching, learning and assessment within academic courses held during the first and second semesters, as well as to improve these aspects.*

The assessment questionnaire includes following five sections:

1. General Information;
2. Course Content;
3. Teaching, Learning and Assessment;
4. Learning Materials and resources;
5. Overall experience.

Within the sections “Course Content”, “Teaching, Learning and Assessment” and “Learning Materials and Resources” specific statements concerning these are presented. Students are expected to assess the given factors based on their experience. The assessment scale varies from 1 to 4, where 1 is the lowest and 4 is the highest (i.e. 1- “Strongly disagree”, 4- “Strongly agree”).

Collection of data and analysis:

### Section 1: COURSE CONTENT

In total 50 responses were collected. According to the assessment results, in general, students were satisfied with all the factors of the course content (all courses together). The least rate has been given to the last two factors, i.e. “Allocated time and schedule were enough for reaching the course outcomes” and “The course increased my interest in the subject”.



Chart 1. Average rates of the factors on course content

The students especially appreciated the chance to take the introductory course, which was, however, quite short but necessary. Besides, the highest grades were given to the courses in the first module. More specifically, the content of “Strategic Management” course was assessed with the highest points by all the students. As for the “Project Scheduling and Cost Planning” course, the allocated time and schedule received lower rating than 3.3.

Overall, it can be stated that for the most courses students found that mainly the time/schedule was not sufficient for delivery of the study materials and/or learning.

### Section 2: TEACHING, LEARNING AND ASSESSMENT

Concerning the teaching, learning and assessment, students assessed the factors similarly. They were especially satisfied with the teachers’ approach, expertise and that they were encouraged to openly express their opinions during the class and discussions.



Chart 2. Average rates of the factors on teaching, learning and assessment

However, students emphasize that for some courses (Risk Management and Foundations of Project Management) appropriate balance between theory and practice was not provided.

Over the half of the students found the teachers’ teaching methods and styles good, and one third considered it as excellent. Only 18% of students responded that the style and methods of the teacher were either fair or poor (16% and 2% respectively).

As for the open questions, most respondents gave a positive feedback on this aspect, mentioning that they appreciated the variety of practical examples, practical assignments, sharing of experience, answering to their questions, as well as kindness, responsiveness and professionalism of the teaching staff. Moreover, students found that the new methods and approaches of teaching contributed to acquisition of the intended learning outcomes.

On the other hand, some mentioned that there was too much practice/not enough theory.

### Section 3: LEARNING MATERIALS AND RESOURCES

For the most classes the students assessed the provision with appropriate resources and teaching materials, as well as environment quite high.



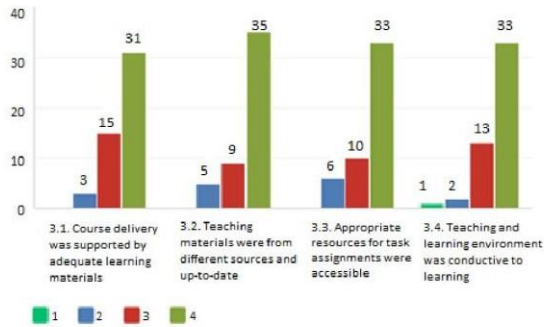


Chart 3. Overall assessment of learning materials and resources

According to the chart, most students reported that the teaching materials (lectures) were from different sources and up-to-date, and that there were adequate resources for the courses. There was a suggestion to take more tests.

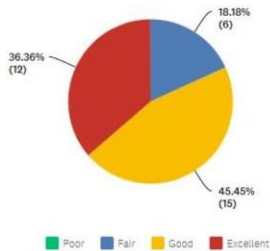


Chart 4. Overall rating of the first semester courses.

As shown on the graph, most students have evaluated the courses as "good", which is followed by "excellent" (about 36%) and "fair" by only 6 respondents, which indicates that some of the courses have to be reviewed and improved.

More specifically, the introductory course and the first module were assessed the highest (excellent and good) by all the students. Second and third modules were mainly rated as "good" and "fair".

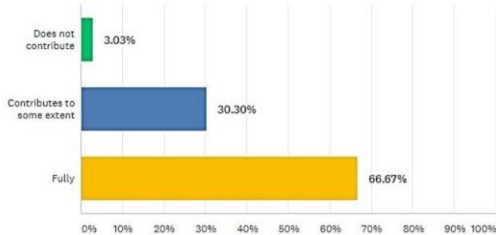


Chart 5. Evaluation of the acquisition of learning outcomes

In order to evaluate the level of acquisition of learning outcomes, a question "To what extent does this course contribute to the acquisition

of the course learning outcomes?" was asked, and the following responses have been gathered:

By most of the students, mandatory courses of the first term were rated as valuable, especially the ones in the first module (by all respondents), more than half of the students considered second module to contribute fully, while only one response shows that "Project Quality Management" has not contributed to the learning outcomes. However, the course was related to the "Risk Management" course in the same module and covered similar learning outcomes. As for the four courses in the second semester, since only five responses are yet gathered, the information is not sufficient for an appropriate analysis.

The students have also mentioned several advantages and disadvantages they experienced during their studies at ASUE, and made their own suggestions for further improvement:

Advantages	Disadvantages and suggestions for improvement
<p>Content-related benefits:</p> <ul style="list-style-type: none"> <li>- Learning quality management according to PMBOK</li> <li>- Up-to-date information</li> <li>- Getting skills in the MS project and applying it while developing the project. This will be useful also in the future</li> <li>- Useful presentations</li> <li>- Many information and practice about course</li> <li>- The materials (reading) were too much, and the time was too short, however thanks to the teacher's professionalism it was possible to learn it.</li> <li>- The courses were enjoyable and very interesting, provided all necessary information about Project Management.</li> </ul> <p>Teachers' knowledge and experience:</p> <ul style="list-style-type: none"> <li>- The teacher got a huge practical experience in the field (detailed knowledge about the current situation in the field of tourism)</li> </ul> <p>Teachers' teaching approach:</p> <ul style="list-style-type: none"> <li>- Conversations about topics and practice work</li> <li>- Academic freedom</li> </ul> <p>Organization:</p> <ul style="list-style-type: none"> <li>- At ASUE the environment contributed to learning effectively, because the auditorium enabled students to sit around the table and let them feel equal to the teacher</li> </ul>	<p>Time and schedule:</p> <ul style="list-style-type: none"> <li>- Since the time was short for learning, it would be more effective to dedicate more time on all the courses</li> <li>- Sometimes also the schedule was not appropriate, and it was exhausting, thus, it would be more effective to plan it in a different way</li> <li>- Reading materials were so many, that in such short time it was not possible to read and comprehend everything.</li> </ul> <p>Content-related comments:</p> <ul style="list-style-type: none"> <li>- Some topics needed more attention, so it would be great to cover some additional topics</li> <li>- Only financial risks were addressed.</li> </ul>

October  
2018

# • Support letter from the Minister of Education and Science of RA

Translated from Armenian

ՀԱՅԱՍՏԱՆԻ  
ՀԱՆՐԱՊԵՏՈՒԹՅԱՆ  
ԿՐԹՈՒԹՅԱՆ ԵՎ ԳԻՏՈՒԹՅԱՆ  
ՆԱԽԱՐԱՐՈՒԹՅՈՒՆ  
ՆԱԽԱՐԱՐ



РЕСПУБЛИКА АРМЕНИЯ  
МИНИСТЕРСТВО ОБРАЗОВАНИЯ  
И НАУКИ  
МИНИСТР  
REPUBLIC OF ARMENIA  
MINISTRY OF EDUCATION  
AND SCIENCE  
MINISTER

REPUBLIC OF ARMENIA  
MINISTRY OF EDUCATION AND SCIENCE  
MINISTER

V. Sargsyan 3, Government House 2, Yerevan 0010  
Tel.: 52 66 02, fax: (374 10) 52 73 43  
e-mail: [minister@edu.am](mailto:minister@edu.am)

N 01/051/15696-18 23.10.2018  
To Mr. Koryun Atoyan  
Rector of "Armenian State  
University of Economics" SNCO

0010, Երևան, Վ. Սարգսյան 3, Կառավարական տուն 2, Հեռ./Տեղ./Tel.: 52 66 02, ֆաքս/ֆակс/fax (374 10) 52 73 43,  
0010, Ереван, В. Саргсян 3, Дом правительства 2, 0010, V. Sargsyan 3, Government House 2, Yerevan, E-mail: [minister@edu.am](mailto:minister@edu.am),  
ՀՀ Կրթության և գիտության նախարարության 2018թ. 10 23-ի թիվ 01/051/15696-18 հրահանգը

«Հայաստանի պետական տնտեսագիտական  
համալսարան» ՊՈԱԿ-ի ղեկավար  
պարոն Կորյուն Աթոյանին

Հարգելի՛ պարոն Աթոյան,

«Հ կրթության և գիտության նախարարությունը կարևորում է Հայաստանի պետական տնտեսագիտական համալսարանի, ճարտարապետության և շինարարության Հայաստանի ազգային համալսարանի և Վալենսիայի պոլիտեխնիկական համալսարանի կողմից մշակված և 2017 թվականից իրականացվող «Նախագծերի կառավարում» զրոսաշրջության, մշակութային ժառանգության կառավարման և երկրատեղեկատվական համակարգերի կիրառման ոլորտներում համատեղ մագիստրոսական ծրագիրը:

Կրթական ծրագիրը նորարարական է և համապատասխանում է ՀՀ բարձրագույն կրթության համակարգի զարգացման ուղենիշներին՝ պարունակելով ցանցային համալսարանական գործակալություն Հայաստանի համալսարանների, ինչպես նաև միջազգային գործակալություն եվրոպական համալսարանների միջև:

Նման կրթական ծրագրերի իրականացումը կնպաստի ՀՀ բարձրագույն կրթության համակարգի բարեփոխումների արդյունավետ իրականացմանը:

Հարգանքով՝

Արայիկ Հարությունյան  
(պաշտոնակատար)

Invisible signature

X

ԱՐԱՅԻԿ ՀԱՐՈՒԹՅՈՒՆՅԱՆ

Signed by: HARUTYUNYAN ARAYIK 1209790378

Հայաստանի Պետական  
Տնտեսագիտական Համալսարան  
Ամ. № 4708 թիվը  
23 10 2018թ.  
Ն.Ն. ակտ է գերազանցվել  
գրասենյակ

Կառավարի Արայիկ Սարգսյան  
Հեռ. - 37410 56 23 64

Dear Mr. Atoyan,

The RA Ministry of Education and Science stress great importance of the joint master's program "Project Management" in the field of application of tourism, cultural heritage management and Geo Information systems developed by the Armenian State University of Economics, National University of Architecture and Construction of Armenia, and Polytechnic University of Valencia, implemented since 2017.

The educational program is innovative and corresponds to criteria of RA higher education system development, it contains university network between Armenian universities, as well as international cooperation between the European universities.

Implementation of such educational programs will contribute to the efficient realization of RA higher education system reforms.

Sincerely,

Arayik Harutyunyan

(acting Minister)

/signature/ Digitally signed by Arayik Harutyunyan

Executor Armine Sukiasyan

Tel.: +37410562364

Stamp Armenian State University of Economics

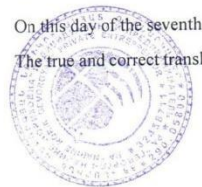
N 4708

23.10.18

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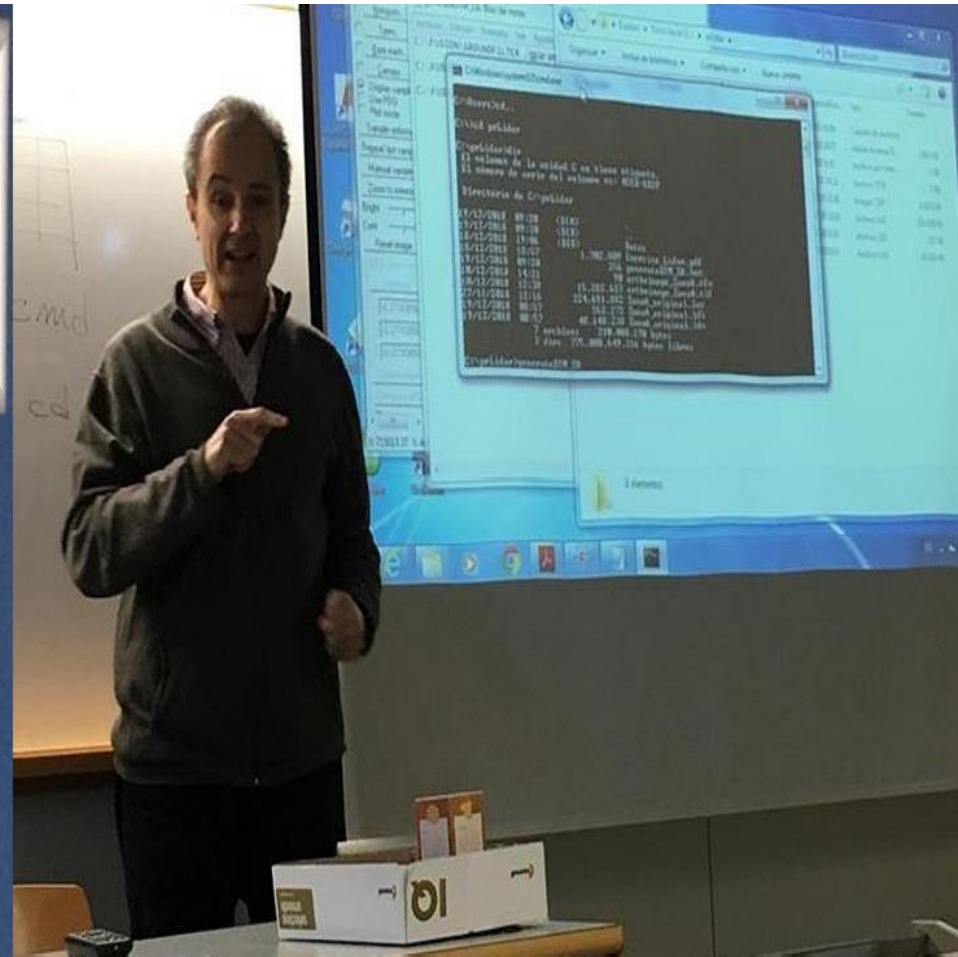
On this day of the seventh of November, two thousand and eighteen

The true and correct translation is done by the translator Narine Gevorgyan



2018-2019  
academic  
year

- Study in Valencia: “Master en Geoinformation Management for Cultural Tourism”



Master in Geoinformation  
Management for Cultural Tourism  
(MGeoMaCT)



ASIUE

Association of  
Southeast Asian  
Universities  
Institute of  
Urban and  
Environmental  
Studies



UP

DILIMAN

PHILIPPINES





SALIDA



January  
2019

- Observations





Thank you  
მადლობა  
Gracias  
ευχαριστώ  
Tack  
Grazie  
Շնորհակալություն

Nerses Gevorgyan,  
Ani Baghdasaryan

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ARMENIAN STATE  
UNIVERSITY OF  
ECONOMICS



ALMA MATER STUDIORUM  
UNIVERSITÀ DI BOLOGNA



UNIVERSITAT  
POLITÈCNICA  
DE VALÈNCIA

